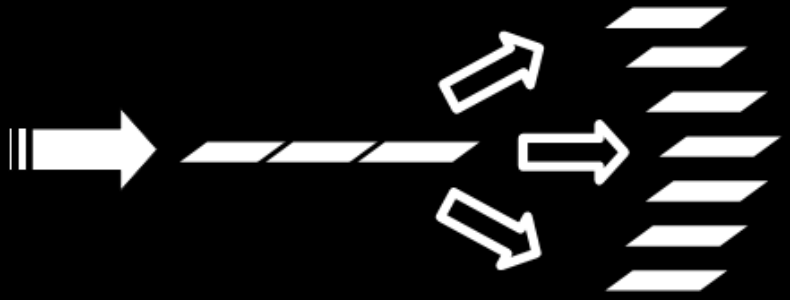
Options Booklet



NAME : _____

FORM : _____

MISSION STATEMENT

A place where every individual has the support to realise their own greatness

Realising Greatness

Dear Parents & Carers,

I am delighted to introduce this guide for parents and students regarding our Year 9 Options process for 2020. It is important that you read the information contained in this booklet carefully. The courses on offer lead largely to qualification at GCSE and BTEC level and, in some cases, are required for progression on to certain courses at college. Forward thinking and planning for the future are essential.

The world is a complex market place and what is required of young people is constantly changing. Things that remain fixed however are that young people need to; be highly qualified, have specific and transferable skills, and possess the right mind set for success in adult life.

As you are aware, for the first years of your child's school career she / he has been following a broad curriculum which included all of the subjects set out in the National Curriculum. The Heys School has continued to offer a curriculum which attempts to address your child's interests and requirements and provide a timetable of subjects which will engage them throughout their Key Stage 4.

Staff have been offering impartial guidance and advice throughout this process. Many students have had careers interviews and days focused on the world of work.
Each student will have an individual meeting with one of three members of staff to confirm their choices. Once option choices have been made, and groups created, students will be informed of the subjects they have been given. Whether the subject is suitable for each student, and group sizes, could lead to some subjects not being offered. This makes the 'reserve' choices we ask each student to make all the more important.

Other sources of information about careers in general are expanded upon elsewhere in this booklet. We hope that students and parents/carers have taken advantage of the Option Intervention Evening and Year 9 Parents' Evening.
Your main contact for inquiries is Mr. Taylor (Assistant Head Teacher), but your child is supported by a broad team. Please do not hesitate to seek guidance from school.

Yours sincerely

R. Evans
Head Teacher

LEARNING PATHWAYS

The Curriculum Programme

Our curriculum is designed to prepare our students for life beyond The Heys School, for those who choose to follow academic routes leading to University, for those who choose to enter employment, and for those who choose to follow a vocational route through college and into apprenticeship schemes. Subjects on offer aim to meet the needs of all of our learners.

Our curriculum programme offers a number of learning pathways that students can choose to follow.

CORE CURRICULUM

This is compulsory for all students.

English: 8 periods leading to GCSE qualifications in English Language and English Literature.

Mathematics: 8 periods leading to a GCSE in Mathematics

Science : 8-13 Periods leading to GCSE in either; singular, Combined, or Triple Science.

Physical Education: 2 periods

Personal Development : 2 periods

PERSONALISED CURRICULUM LEARNING OPTIONS

PATHWAYS

'STEM Global' Pathway — Triple Science, Ebacc and one option subject

'Global' Pathway — Ebacc and two option subjects

'Progress Pathway'— One of Geography or History and three other option subjects

Students will need to choose which combination of optional subjects they wish to follow. The school endeavours to provide a range of pathways allowing students to pursue; Triple Science, Ebacc, and the Progress pathway.

Whilst attempts are made to fit the curriculum to each child, thus "personalising" their curriculum, we can only do so within the resources and staffing of the school. Some courses on offer may not be able to go ahead if too few students choose them. Again, this is why it is essential that students (alongside their parents/carers) take reserve choices very seriously.

THE ENGLISH BACCALAUREATE (Ebacc)

The English Baccalaureate defines is a curriculum that the Department for Education prefers many students to follow.

English
Mathematics
Science
Geography / History
French / Spanish

The Department for Education believes it is these subjects which "give pupils a properly rounded academic education".

MAKING CHOICES

There are several stages to making learning pathway choices.

Students have had careers-focused sessions in year 7-9, followed by assemblies which highlight the process of Options and subjects on offer. The Options Evening and Parents' Evening also support the process.

Students should then choose which of the options they wish to follow. They should hand in their completed option application form, by the deadline stated. If choices are not returned by this date, there is less chance that first preferences will be granted.

All students will be given an interview with a member of the Options team, at which their option choices will be discussed and allocations to subjects will be finalised.

Once all these interviews are completed, letters will be sent home, showing the agreed learning pathway and subjects for each student.

Pupils cannot change their choices once their allocation has been completed, or after courses have started.

If at any time you have any queries with regard to the Options process, please contact Mr Taylor, Assistant Head Teacher, at the school.

ASSESSMENT

Most pupils will be entered for the GCSE (General Certificate of Secondary Education) examinations in the subjects they study. Some courses include coursework produced throughout the course, or practical work assessed by the teacher.

Mathematics, Science and Modern Languages also offer the examination at differentiated levels (Higher and Foundation). Pupils will be entered for the level appropriate to their progress on the course. All students will take a variety of examinations during their course. These could be school exams, mock exams or real GCSE examinations. Regular attendance is therefore essential. All final examinations are taken in the period March to June in Year 11.

All GCSEs are awarded according to a new grading structure, as follows:

9 8 7 6 5 4 3 2 1

English Language and English Literature

Mathematics

Science

ENGLISH

Head of Faculty : Mr L Monaghan

All students will study GCSE English Language and GCSE English Literature.

English Language GCSE

Year 9 students are currently developing their reading and writing skills for their GCSEs. The English Language GCSE will provide all students with the opportunity to read a range of high quality and challenging texts from the 19th, 20th and 21st centuries. The skills developed and practised here will be formally assessed at the end of Year 11 through a series of examinations.

Internal assessments will continue to take place throughout the GCSE course. Students' knowledge and understanding of spelling, punctuation and grammar will be strengthened throughout Year 10 and Year 11. Speaking and Listening will be assessed, with an emphasis on developing students' confidence in speaking in more formal situations.

Overview
Paper 1: A: Unseen fiction Text B: Imaginative Writing Approx. 1h 45 min - 50%
Paper 2: A: Unseen non-fiction and unseen literary non-fiction B: Writing to present a viewpoint Approx. 1h 45 min - 50%

English Literature G CSE

All students will take English Literature and with English Language. This will result in two GCSEs.

All students studying English Literature GCSE will be encouraged to read, write and think critically. It will involve students studying a range of intellectually challenging and substantial whole texts in detail. This will include a Shakespeare play, a 19th Century novel, a modern drama text and selection of poetry (Power & Conflict and Unseen). The students are encouraged to read widely to understand the contextual factors that influenced the writers and they will be examined at the end of the two year course on the studied texts.

Overview
Paper 1: A: Shakespeare play B: 19th Century novel Approx. 1h 45 min - 40%
Paper 2: A: Modern fiction or drama text B: Comparison of two poems. C: Unseen poetry comparison Approx. 2h 15 min - 60%

MATHEMATICS

Head of Faculty : Mr R Travers

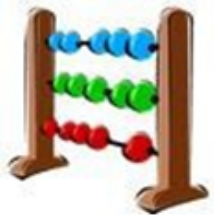
Mathematics

GCSE Course

Content

Higher Tier students will have access to GCSE grades 4 to 9
Foundation Tier students grades 1 to 5
Assessment will consist of 3 externally marked 1½ hour examinations.
Each will contribute ⅓ of the marks toward the full GCSE.
The first exam is a non-calculator exam, the others require a calculator.

Each examination paper will assess aspects of



- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Method of assessment - Examination

Accreditation - Higher or Foundation Tier

The decision as to which course (tier) students will follow, will be dependent on their performance during the course.

Basic Equipment Required

All students should bring a scientific calculator (Casio FX-85GT plus) to every lesson, together with the requirements of; a pen, pencil, ruler, eraser, protractor and a pair of compasses.

Parents can obtain a free copy of the Specifications for Mathematics GCSE by visiting the Edexcel / Pearson website .

SCIENCES

Head of Faculty : Mrs U Sarwar

Heard of Tim Peak? Brian Cox? Helen Sharman? Isaac Newton? Marie Curie? Professor Winston? Stephen Hawking? They are all Scientists!

Science is everywhere, Science is you! It is the foundation of an innovative culture and at the core of significant social and political decisions. Understanding Science is crucial for all of us so we can be informed and active in our personal future and also that of our country and our planet too.

Combined Science Trilogy

- Examined at the end of year 11
- 17 point grade system: 9.9 / 9.8 / 8.8 / 8.7 etc.
- Worth the equivalent of 2 GCSEs
- Equal content from Biology, Chemistry and Physics
- 16 required practical activities throughout the year, assessed in the exams.
- 6 x 1 hr.15 min exams, 2 for each science at the end of Year 11

Triple Science option

This will be offered to students who are working at a minimum of a Grade 4s in Year 9, have good problem solving , literacy and numeracy and those who are deemed suitable for the course by their Science teacher.

Each separate Science GCSE has further theory and practical content which is not covered in the Combined science course

- Separate GCSEs in Biology, Chemistry and Physics.
- 9 point scale: 9 / 8 / 7 etc
- There are 8 required practical activities per science discipline, assessed in the exams.
- Each GCSE has 2 x 1hr.45min exams; a total of six 1hr 45 papers at the end of Year 11 .

Exam board AQA

HUMANITIES

LANGUAGES

GEOGRAPHY

Geography GCSE - AQA 8035

Head of Faculty : Mr M Jackson

Necessary Qualities

An interest in the physical and human world.

Course Content

Living with the physical environment (35% of exam)

Section A: The challenge of natural hazards. For example volcanoes, earthquakes, tropical storms and climate change.
Section B: The living world. Students are required to study ecosystems, tropical rainforests and hot deserts.
Section C: Physical landscapes in the UK students are required to study UK based examples surrounding coastal and river environments.

Challenges in the human environment (35% of exam)

Section A: Urban issues and challenges throughout the world in contrasting areas of development.
Section B: The changing economic world, how wealth is distributed globally and how wealth is measured.
Section C: The challenge of resource management e.g. investigating the significance of food, water and energy to human economic and social well-being.

Geographical applications (30% of exam)

Section A: Issue evaluation: This is a critical thinking and problem-solving element. A topic is released for study 12 weeks prior to the exam.
Section B: Fieldwork: pupils will be required to do 2 separate field work investigations, one looking into human theory the other into the impact of humans on a physical landscape.

Over all there is increased focus on the development of good literacy and numeracy skills, which are assessed in the exam. Pupils are expected to keep good notes, read around the subject and complete their homework on time. The subject is academic and requires hard work consistently over time.

Course Content

The four communication skills of listening, reading, writing and speaking will be developed through your language learning. If you enjoy communicating with others, have an interest in how language works and enjoy learning about other cultures, you will get the most out of your Modern Language studies at GCSE.

You will be able to share your interests, ideas and opinions with other people who speak French and Spanish. You will also learn about the countries where French and Spanish are spoken. We also provide regular opportunities for cultural experiences and have arranged visits to both France and Spain in recent years.

You will learn many skills which will be useful in a wide range of careers such as good communication, public speaking and problem solving. The topics covered during the course relate to everyday life at home and also cover the themes of work, education, holidays, tourism and the environment amongst others.

Edexcel GCSE

The majority of students will be entered for the GCSE examination.

There are two levels of entry

Higher (Grades 4 to 9) **Foundation (Grades 1 to 5)**

Listening : 25% Assessed by final exam in June of Year 11
Reading : 25% Assessed by final exam in June of Year 11
Speaking : 25% Assessed by final exam in June of Year 11
Writing : 25% Assessed by final exam in June of Year 11

Basic Equipment

You will need a French / Spanish —> English dictionary, depending on the language chosen. You also need confidence and a willingness to get involved and get the most out of language learning**!** Access to the internet is beneficial, as some homeworks are set online.

OTHER OPTION SUBJECTS

HISTORY

History G CSE - AQ A 8 1 45

Course Co-ordinator : Mr M Rushton

Necessary Qualities

It is always useful to have an interest in the news and be open to learning about politics, other countries and current affairs. This is because the History GCSE is mainly about the Modern World, covering, mostly the Twentieth Century. Students who take up History will need to be well organised, be able to keep up with the topics taught and will need to revise thoroughly and properly when required. The main elements of History GCSE are KNOWLEDGE, UNDERSTANDING and SOURCE ANALYSIS. Literacy skills play an important part in reading, analysing, writing (notes and longer answers) and examinations. It must be emphasised that if you struggle with these aspects of Literacy then GCSE History will be extremely difficult.

Course Content

The course offered is the AQA GCSE History (8145).

There are 4 units spread over Year 10 and Year 11. These are:

- America 1920—1973
- Conflict and Tension 1918—1939
- Power and the People 1000 AD to the present day
- Elizabethan England 1560-1603

Accreditation

To achieve GCSE grades 1 to 9 students sit two examinatinons, each worth 50% of the final grade .

MODERN LANGUAGES

French and Spanish GCSE

Head of Faculty : Mrs C Bailey

Why learn a language at GCSE?

Only 5% of the world's inhabitants speak English as their first language. These days, English is not enough! In fact, being monolingual can limit your future career choices. Learning a language will help you to develop communication and thinking skills and will help you to fully appreciate and understand other countries and cultures. Learning foreign languages also brings personal, professional, social and economic advantages to those who study them.

In a recent article published by The Guardian newspaper, it was stated that language learning opens doors in careers such as sales, marketing and technical support and it is estimated that speaking another language can add between 10% and 15% to your salary. For those wanting to stand out in a tough jobs market or for graduates wanting to add "oomph" to their CV, learning a language could be just the ticket!
If you are considering university in the future, be aware that the majority of degrees can be studied alongside a language, providing you with a wider range of options, as well as the opportunity to spend a year abroad during your studies.

French and Spanish were highlighted as two of the most useful languages to learn for the following reasons:

French: French is a major language of international communication. If you add France and Belgium together, they are our second-biggest trading partner. French is also the second most widely taught language and there are more than 200 million French speakers on the five continents.

Spanish: Spanish is actually the third most spoken language in the world today and is the official language of twenty-one countries world-wide, as well as being an officially recognised language of NATO. South America, where Spanish is widely spoken, currently has one of the fastest growing economies in the world.

Arts Subjects

Art & Design

Media

Music

Performing Arts (Drama)

Technology Subjects

Food Nutrition & Preparation

Design Technology

Textile Design

Computer Science

Other Subjects

Travel & Tourism

Business

Sport

Sociology Health & Social Care

Childcare

ART AND DESIGN GCSE

Art and Design G CSE

Course Co-ordinator : Miss J Crowder

Note : this course cannot be taken with Textile

Design. Necessary Qualities

Do you enjoy Art & Design? Do you want to learn more about the world of Art & Design? Would you like a career in the wide range of creative industries?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art & Design, in ways that are personally relevant and truly developmental in nature.

Course Content

Students will create a portfolio of work throughout the course, based on teacher set briefs. This will involve researching artists, developing skills in a wide variety of media through sketchbook work, designing and producing final pieces. This portfolio will form 60% of the final grade.

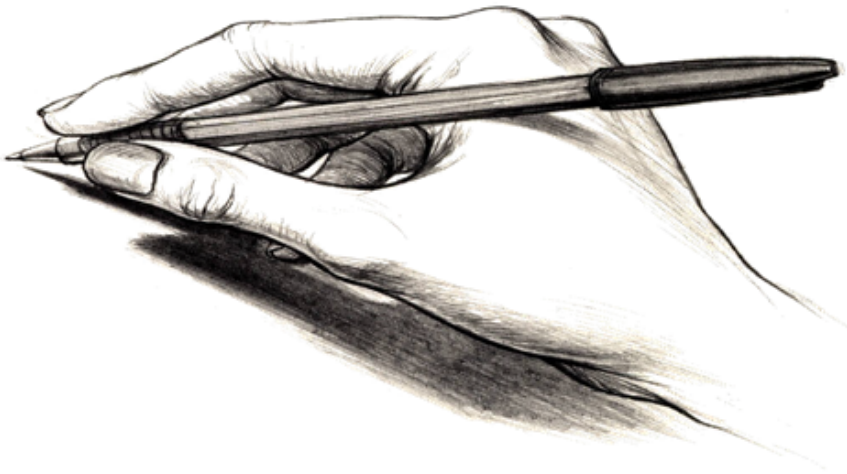
40% of the grade will come from an externally set assignment. Students will be set a brief which they must research, and develop ideas to produce a final piece in controlled sessions amounting to 10 hours.

Options available

This is a broad course exploring practical and critical / contextual work, through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate Art, Craft and Design materials and processes. Candidates should produce practical and contextual work associated with two or more of the following endorsements - Fine Art, Graphic Communication, Three Dimensional Design and Photography.

Post 16 Opportunities

This course prepares learners for the world of College and Work. This course will prepare pupils for progression routes such as A Levels and BTECs in a wide range of Art & Design based subjects.



Performing Arts (Acting and Musical Theatre)

Technical Award in Performing Arts (Level 1 /2)

Head of Faculty : Mrs R Farrington-Evans

Necessary Qualities

Do you like to show off your talents? Do you have a passion for Acting, performance and Musical Theatre? Are you considering a career in the creative industries? Do you want to show potential employers you have creativity and diversity?

If the answer to any of the above is yes, then the GCSE Performing Arts course might be just the thing for you.

The course is the BTEC Performing Arts Technical Award which allows students to study the Performing Arts sector, including the potential career pathways. The course explores the performance disciplines of acting and musical theatre through a hands-on approach that allows for public performances and creating performance as part of a production team.

Course Content

The course is made up of 3 components:

Component 1 (30% of final grade) is based on the practical and theoretical exploration of professional repertoire that allows you to gain a significant experience in a variety of theatrical styles. This is supported with a portfolio.

Component 2 (30% of final grade) is a performance component. Pupils will practically study a professionally commissioned performance through workshops and rehearsal, leading to a performance for an audience focusing on their chosen discipline.

Component 3 (40% of final grade) is a devised, externally assessed performance based on a stimulus released by the exam board.

Students will plan, rehearse, perform and evaluate their own performance events as either a performer or in a backstage role.

Post 16 Opportunities

There are a range of courses which are natural progression routes from this, such as A Level Theatre Studies, A Level Performing Arts, A Level Drama, BTEC in Performing Arts, BTEC in Musical Theatre, BTEC in Technical Theatre and Level 3 Diploma in Hair & Media Make-up. The course also provides the skills necessary for teamwork, business management and presentation skills.

Possible Careers after GCSE Drama

Actor, Broadcast Journalist, PR Manager, Set Designer, Film Producer, School Teacher, Screenwriter, Film Director, Television Presenter.

MEDIA

BTEC Tech Award in Creative Media Production

Head of Faculty : Mrs R Farrington-Evans

Necessary Qualities

This course is for those of you who have an interest in the creative media sector. You have to be both creative and interested in technology. You will be using the Multi-Media facilities at our school such as the green screen, computers, iPads and video equipment. You will also benefit from an interest in Music Recording plus Drama / Film.

Course Content

The course is a vocational qualification, which allows students to prepare for a possible career in the world of Media. You will develop the fundamental research skills which underlie all media production, gain a basic understanding of employment opportunities, job requirements, and working practices in the media sector.

The BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, you can explore the sector while:
developing technical skills and techniques
producing a digital media product in response to a brief
reviewing and reflecting on the process and outcome.

The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring media products.
Weighting: 30%
Aim: learn about the sector and investigate media products across the following sub-sectors: • audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts) • publishing (newspapers, magazines, books, e-magazines, comics) • interactive (websites, mobile applications, mobile games, video games, online games).
Assessment: internally assessed assignments

Component 2: Developing digital media production skills.
Weighting: 30%
Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.
Assessment: internally assessed assignments

Component 3: Create a media product in response to a brief.
Weighting: 40%
Aim: apply digital skills and techniques by responding to a digital media brief.
Assessment: externally assessed task where students respond to a brief to create a media product.

Post 16 Opportunities

The course allows students to prepare for a possible career in the creative and media Industries. It offers insight into all aspects of the business, from production to administration and finance to technical aspects in media.

There are a range of courses which are natural progression routes from this course such as A Level Media Studies, BTEC level 3 in Creative Media Production, A level Film Studies and A level Music Technology.

The course also provides the skills necessary for team work, business management and presentation skills.

Possible Careers after BTEC Media

Editor, PR Officer, Studio Runner, Graphic Designer, Camera Operator, Broadcaster, Video Editor, Marketing Manager, Journalist, Film Producer.
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MUSIC

BTE C Tech Award in Music

Head of Faculty : Mrs R Farrington-Evans

Necessary Qualities

Do you like Music Technology? Do you like producing Music? Do you like performing Music? Do you play an instrument?

If the answer to any of the above is yes, then the BTEC Tech Award in Music course might just be the thing for you.

The course is a vocational qualification, which allows students to prepare for a possible career in the world of Music. It offers insight into all aspects of the Music Business, such as performing, production, composing and administration.

Course Content

The BTEC Tech Award in Music is a practical introduction to life and work in the industry, you can explore the sector while:

- developing skills, including teamwork, leadership and communication
- developing and presenting music to a brief
- analysing, evaluating and enhancing your learning.

The course has two internally assessed components, and one that's externally assessed:

Component 1:
Exploring the music industry. Weighting: 30%
Aim: explore musical styles and techniques, and gain an understanding of roles in the industry Assessment: internally assessed assignments.

Component 2:
Developing music skills. Weighting: 30%
Aim: develop musical knowledge, skills, and techniques and apply them to a music product Assessment: internally assessed assignments.

Component 3:
Responding to a music brief. Weighting: 40%
Aim: put skills into practice by responding to a brief as a composer, performer or producer Assessment: externally assessed task

Post 16 Opportunities

There are a range of courses which are natural progression routes from this course such as Music Technology Level 3 NCFE, Music A Level, Music Technology A Level, BTEC in Musical Theatre, BTEC Performing Arts and Level 3 BTEC in Music.

Possible Careers after BTEC Music

Musician, Event Manager, Music Therapist, Recording Engineer, Composer, Music Teacher, A&R Talent Scout, Music Promoter, Audio Engineer, Music producer.

FOOD NUTRITION & PREPARATION: GCSE

Course Co-ordinator : Mrs S. Hill

Necessary Qualities
Students who opt for this exciting and practical based GCSE specification will required a genuine interest in working creatively with food and food preparation. They must have a keen interest in the nutritional and
scientific functions of food and must have the ability to work independently, meet deadlines and be organised.

You are also expected to provide ingredients for practical work on a weekly basis.

Course Content
Students will have the opportunity to plan, prepare, cost and cook a wide variety of dishes from all over the world, focusing on cooking methods, people groups, nutrition, food science, food provenance and food safety.

All pupils will develop prior knowledge and learn advanced food Preparation skills, Including: a variety of cooking methods, knife skills, how to portion a chicken and fillet a fish safely and hygienically.

Course Requirements.
Exam (1 hour 45 minutes) - 50% of the final mark. The exam will focus on nutrition, diet, food preparation. It is split into two sections 20 multiple choice questions and 5 non multiple choice question.

NEA (Non exam assessment)
Scientific investigation - 15% of the final mark. Pupils will complete a scientific investigation into the scientific qualities of food. This will conclude with a 2000 word report including photographic evidence.

Food preparation task (3 hour practical) - 35% of the final mark. The practical examination must be completed in a single period of no more than three hours. The task will be supported by written coursework into a brief of pupils own choice.

Accreditation
Pupils will have the opportunity to achieve GCSE grade of 1-9.

DESIGN TECHNOLOGY

Course Co-ordinator : Mrs H Thom

The UK Commission for Employment & Skills has identified that 43% of science, technology, engineering and maths (STEM) vacancies are hard to fill because candidates lack the required skills. This exciting new course is intended to provide a springboard into these well paid careers. The course covers all areas of Design Technology including Resistant Materials, Textiles, and Graphics. Valued by colleges, universities and employers the course offers clear progression to Level 3 vocational courses and /or A levels such as Product Design.

You may also be expected to contribute towards the cost of materials for some of your practical work.

Course Content
This course is both theoretical and practical.
The core content of this course consists of new and emerging technologies, energy generation and storage, new materials, systems approach to designing, mechanical devices, materials and their working properties.
Mini projects throughout year 10 will develop the practical skills and theoretical knowledge required.
The contextual challenge for final year projects for the NEA element of the course will be set by the exam board. This is a substantial design and make challenge where pupils will be encouraged to engage in the iterative design process. Candidates are expected to produce a proto-type and portfolio of evidence

Course Assessment:
Non-exam based Assessment: 50% of final mark.
Examination: (2 hour) the written exam will account for 50% of the grade. 20 marks will be awarded for multiple choice and short answer questions covering all the core areas of DT. 30 marks will be given for questions relating to the specialist material area. Designing and making questions will then be given 50 marks.

TEXTILES DESIGN GCSE

Art & Design G CSE (in Textile Design)

Course Co-ordinator : Miss L Tuffley

Note : this course cannot be taken with Art & Design

Necessary Qualities

Students who opt for this exciting new GCSE specification will require a genuine interest in textiles art as a medium, fashion or surface decoration. They should also have the ability to work independently, meet deadlines and be organised.

You are also expected to provide fabric for practical work in years 10 & 11.

Course Content

While using textiles as an art medium students will have the opportunity to investigate into fashion, print, dye, domestic, constructed or applied textiles. Pupils will be expected to be responsible for keeping a range of sketch books that show their creativity, individual interests and passion for designing and making.

Pupils can choose to investigate areas such as; constructed stich and embellishment, use of colour and pattern, functionality, print, two and/ or three dimensional form. Students are encouraged to produce imaginative, creative and innovative work.

Course Requirements

60% of the grade will come from pupils portfolio, pupils will be expected to be responsible for keeping a range of sketch books that show their creativity, individual interests and passion for designing and making

40% of the grade will come from an externally set task. Students will be set a brief which they must research, and develop ideas to produce a final piece in controlled sessions amounting to 10 hours.

Accreditation

Pupils will have the opportunity to achieve a GCSE grade 1-9

Post 16 Opportunities

The course prepares pupils for future education at College or possible work routes. Pupils can progress on to do A levels or BTECS in subjects such as Art and Design, Fashion, Graphics, Garment cutting, Apparel wear, photography etc.

COMPUTER SCIENCE GCSE

Course Co-Ordinator : Mr P Rawcliffe

This GCSE option gives the opportunity to achieve one qualification that can be included as one of the EBacc subjects.

Necessary Qualities

Students who opt for this qualification will require a genuine interest in Computer Science and an appreciation of how programming and algorithms can be applied to solve real-world problems. This course would suit pupils who are:

- Achieving high levels in both mathematics, Small Basic and Python at Key stage 3.
- Have enjoyed the Computer Science topics covered during Key Stage 3.
- Able to work independently, to meet assessment requirements and be creative.

Course Requirements

Pupils will be entered for a full GCSE which consists of 1 unit of coursework and two written examinations. The coursework unit of work is a practical application of programming to solve a real-world problem. The written examinations have high level questions relating to computer systems and theory.

Accreditation

Each unit requires the pupils to provide evidence of work that matches the specific objectives of the unit and its assessment criteria. This evidence is marked from 1 to 9. Coursework counts towards 20% of the GCSE. There are two written examinations which counts towards 80% of the GCSE.

SmallBasic

TRAVEL & TOURISM — BTEC TECH AWARD

Course Co-Ordinator : Mrs I Davis

Two units that are internally assessed:

- Component 1 - Travel and Tourism Organisations and Destinations
- Component 2 - Customer Needs in Travel and Tourism.
- Component 3 - Influences on global Travel and Tourism (2 hour exam)

Is this the subject for me?

The BTEC Level1/Level 2 Tech Award in Travel and Tourism is for learners who want to acquire knowledge and technical skills by exploring different travel and tourism organisations, the features of destinations and the influences on global travel. This is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and also Level 2 Distinction*. Learners who do not achieve at Level 2 may be awarded a Level 1 grade.

Assessment

You will complete Component 1 and Component 2 by submitting a port-folio of practical and written evidence.
Everything you complete over the course will be assessed, 60% will be internally assessed and 40% will be externally assessed (exam).

Post 16 opportunities

This is a nationally recognised vocational course that could lead to employment within these areas: travel agencies, visitor attractions, holiday representatives, flight attendants and working in tourist information centres.

BUSINESS GCSE

Business Studies

Faculty Leader: Mr J Howells

Could you be the next Lord Sugar or the next Deborah Meadon from Dragons Den? You could be with the right business skills and know how. Even if running your own business isn't something that interests you, everyone needs employability skills from time management to team working. Being able to perform in a job interview will help to kick start your career and help you to get into the job market. Improve your job prospects by getting a Business Studies qualification here at The Heys School.

Course Content

Students will study different units of work covering a range of business related topics. The GCSE in Business Studies consists of 2 examination papers taken at the end of Year 11. Students will study 10 units of work over the 2 years of study and each topic will conclude with an assessment.

Pupils will learn how business has a dynamic nature and is forever changing. They will consider risk and reward and be encouraged to create solutions to business related problems.

Marketing and branding is an important business element and pupils will research brands and the use of branding in businesses. The creation of promotional material will be used to support different business ideas along with a business plan.

Pupils will investigate how businesses provide customer service and the importance of this for survival long term. This can be a very active topic in which pupils enjoy performing roles plays and sharing their personal experiences with each other.

Financial planning is an important aspect of running a business and pupils will learn how businesses budget and generate revenue. This is a practical topic and assists with money management from a business and personal perspective. Pupils will learn how to produce a cash flow forecast, profit & loss account and other financial documents. They will also make judgements and recommendations on financial issues.

Business Studies is a popular subject which pupils often continue to study at college either as a Btec or A Level qualification.

Course Requirements

Students must have an interest in business, enjoy completing research and have strong literacy and numeracy skills. Good grades in English and Mathematics at KS3 therefore will ensure that students can access the examination requirements.

Students will be expected to contribute to the cost of educational visits, attendance to these is important and supports their learning.

Basic equipment such as writing materials are necessary and a calculator is needed to assist with the Finance unit of work.

Study Studio (an after school study facility open Tuesday—Friday 3.10pm until 4.10pm in the Gateway Suite) can be used to complete homework and research for all subject areas including Business Studies.

BTEC SPORT

Course Co-ordinator : Mr K Sellars

Necessary Qualities

To choose physical education and sport you must be: a good all round sport / games player, be committed to learning, have the ability to cope with theory lessons and controlled assessments, and be able to work independently.

Course Content

BTEC sport (GCSE equivalent):

- 75% modules linked to anatomy and physiology, fitness and leadership.
- 25% on-line written examination

Accreditation

Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration. If you wish to study A-Level PE or BTEC Sport at college then this is the course for you.

Please be prepared for classroom based work as the course is assessed by controlled assessments and an online exam.

It would be an advantage if you take part in at least one sport outside of school hours to a good standard.

Basic Equipment

Girls Kit

Two Toned Blue Polo Shirt with School Logo
White Socks
Navy Shorts with School Logo
Trainers
Navy Sweatshirt with School Logo
Plain Navy Tracksuit Pants
Plain black sports leggings

Boys Kit

Navy Shorts with School Logo
Long Navy Football Socks
Football Boots
Navy Rugby Shirt with School Logo
Two Toned Blue Polo Shirt with School Logo
Trainers
Plain Navy Tracksuit Pants

All equipment is compulsory and must be brought to every lesson.

SOCIOLOGY GCSE

Sociology GCSE - AQ A

Course Co-ordinator : Miss D Rundle

Is there more to school than education? How do our families shape our lives? Why do people commit crime? GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Course Content

Students will study and complete 7 units of work:

1 The sociological approach
2 Social structures, social processes and social issues
3 Families
4 Education
5 Crime and deviance
6 Social stratification
7 Sociological research methods

These units are assessed by two 1 hour 45 minute exams, each worth 50% at the end of the course.

Course Requirements

Students should have a keen interest in the world around them and be prepared to consider different points of view. They should be able to question and challenge information and use this to formulate their own evidence based opinions.

Career opportunities

Sociology can lead to a wide range of career opportunities, including social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector.

HEALTH & SOCIAL CARE — BTEC TECH AWARD

Course Co-ordinator : Miss D Rundle

Course Content

- Human Lifespan Development — In this unit you will study how people grown and develop over the course of their life, from infancy to old age. This includes; physical, intellectual, emotional, and social factors which may affect them
- Services and Values — Care values are important because they enable people who use health and social care services to get the care they need. This unit will give you an understanding of the health and social care service and help you to develop skills required across the sector.
- Health and Wellbeing — You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Is this the subject for me?

If you are interested in a caring profession, Health and Social Care is for you. As well as the course content, you will take on a wide variety of skills which all employers seek.

Assessment

- Component 1 — internally assessed and moderated by the exam board
- Component 2 — internally assessed and moderated by the exam board
- Component 3 — externally assessed via an examination.

Post 16 opportunities

This is a nationally recognised vocational course and can lead on to the Level 3 qualification at college. It also leads directly in to a wide variety of professions and roles in the Health & Social Care sector.

CHILDCARE
BTEC Children's Play, Learning and Development.

Course Co-ordinator: Mrs A Leech

Do you enjoy being around children? Do you want to find out more about children's learning and development? Do you want to study a course that will also offer vocational skills such as evidence-based learning and reflection? Are you considering a career within child-care, children's nursing, hospital play work or teaching young children? If the answer is yes then a BTEC first in Children's Play, Learning and Development course might just be the thing for you. Then a BTEC first in Children's Play, Learning and Development will give students the fundamental knowledge and understanding of child development and of promoting development through play. Promoting development and learning through play underpins the Early Years Foundation Stage which is the guide that all Early Years set- tings throughout England and Wales follow.

Aims of the Course

- Inspire and enthuse Students to consider a career in early years, learning the five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked.
- Give Students the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development at different ages and stages, including babies, and the types of play opportunities that early years settings usually provide.
- Support progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship

Give Students the potential opportunity, in due course, to enter employment.

Course structure

This qualification consists of three mandatory units:

Unit 1: 'Patterns of Child Development' is externally assessed through a written exam paper featuring mini case studies. Students will learn about children's growth and development: physical, cognitive, communication and language, emotional and social and how these areas are linked.

Unit 2: 'Promoting Children's Development through Play' is internally assessed through assignments. Students will explore how play promotes children's development in early years settings, gaining an understanding of how play is structured.

Unit 3: 'The Principles of Early Years Practice' is internally assessed through assignments. Students will explore the key principles that are reflected in best practice in early years.

25% of the overall qualification is an externally assessed unit, using a paper-based exam marked by Edexcel.
75% internal assessment.

Post 16 opportunities

Students may go on to study the following courses at college A Level Biology, A Level Psychology, A Level Sociology, Applied A levels – Health and Social care BTEC Health and Social Care Level 1, 2 and 3, BTEC Level 3 Child Development and Learning, Cache Certificate - Child care and Education 2 and 3, Cache Certificate - Caring for Children level 1 and 2 or an Apprenticeship in Childcare.

Possible Careers

Childcare practitioner, Nanny, Hospital based playworker, Early Years or Primary school teacher, Social work or Children's Nursing.

Citizenship

Head of Faculty : Mr M Jackson

Course Content

Citizenship Studies enables students to debate and explore identities, rights, values and democracy. It equips them with a practical understanding of being an active citizen, through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice.

Students will explore the idea of representative, parliamentary democracy in the UK and consider the role of parliament in making and shaping law, the government's role in managing money and how power is organised across the constituent parts of the UK.

By considering how the justice system in England and Wales works in practice, students will explore how law affects our everyday lives. They will deepen their understanding of some of the different approaches to settling disputes, addressing inequality, changing behavior and tackling crime in society.

Finally, students will consider the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations.

Accreditation

Assessment takes the form of two external examinations, each Lasting 1hr and 45 minutes, comprising five sections; Living together in the UK, Democracy at work in the UK, Law and justice, Power and influence, and Own citizenship action.

Post 16 opportunities

Options Form: 2020

Name _____ Form _____

	Tick Path-way	Geography or History (your preferred if choosing both)	French or Spanish (see below)	Option 1	Option 2	Option 3
STEM Global - Triple Science - Geography or History - French or Spanish - 1 Option						
Global - Combined Science - Geography or History - French or Spanish - 2 Options						
Progress - Combined Science - Geography or History - 3 Options			If needed:			

Reserve 1: _____

Reserve 2: _____

* **ALL** students should choose one of French or Spanish, even if their chosen pathway does not require it. This is in case the choice of pathway changes.

Student Signature	**Parent Signature**
_____	_____